UNITING OUR MEMBERS AND THE NATION

Empowering leaders, educating students, strengthening communities

Organizing Association Instructional Leaders to Lead on Equity

Ben Ibale, Miguel Saldana
What’s your why?
There were 1,140,601 students in __Washington (statewide)__ schools in the 2013-2014 school year. Of those, 43,275 were suspended or expelled (3.8%). Beyond the racial breakdown, special-needs students and those from low-income families are suspended at rates that far surpass others.

<table>
<thead>
<tr>
<th>Race</th>
<th>Suspension Rate</th>
<th>Number of Suspensions or Expulsions</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>3.2%</td>
<td>21,122</td>
</tr>
<tr>
<td>Black</td>
<td>8.6%</td>
<td>4,713</td>
</tr>
<tr>
<td>Asian</td>
<td>1.3%</td>
<td>1,078</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4.5%</td>
<td>11,119</td>
</tr>
<tr>
<td>Multiracial</td>
<td>4.3%</td>
<td>3,441</td>
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</tbody>
</table>

Black, white, Asian and Hispanic students are disciplined at widely different rates. In __Washington (statewide)__ schools, __White__ students were generally less likely to have been suspended or expelled than those from other ethnic groups.

<table>
<thead>
<tr>
<th>Race</th>
<th>Suspension Rate</th>
<th>Number of Suspensions or Expulsions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black students</td>
<td>268.2%</td>
<td>as much as white students</td>
</tr>
<tr>
<td>Asian students</td>
<td>41.5%</td>
<td>as much as white students</td>
</tr>
<tr>
<td>Hispanic students</td>
<td>141.0%</td>
<td>as much as white students</td>
</tr>
<tr>
<td>Multiracial students</td>
<td>134.4%</td>
<td>as much as white students</td>
</tr>
</tbody>
</table>

![Pie charts showing suspension rates for different groups.](chart.png)
The Power of Collaboration:
University of Washington, WEA, NEA, Local EA’s

- Power is your capacity to mobilize resources (people, time and money) to get things done.
- How do you use power to close the opportunity gap?
- Our power is not responsible for student learning; we’re responsible for creating a classroom and school culture where the learning environment empowers the students to learn for themselves. And that power can only be harnessed through relationship.
Culturally Responsive Classroom Management focuses on the following NEA Strategic Goal and NEA Organizational Priority:

• NEA Strategic Goal
  – Strategic Goal 1: Strong Affiliates for Educator Voice and Empowerment
  – Strategic Goal 2: Empowered Educators for Successful Students

• NEA Organizational Priority
  – Institutional Racism/Racial Justice in Education
NEA Leadership Competency Themes

– Builds capacity for continual improvement and learning
– Shows educational leadership and understands role in student learning and leading our profession
– Advocates for policies and strategies that positively impact our professions and student learning
– Analyzes and applies research policies and trends to determine potential impact on our professions and student learning
Timeline

- May 2016 - Community focus groups
- June 1, 2016 – Apply for NEA GPS Grant
- June 2016 - Identify 50 statewide trainers
- August 2016 - Create 6 hour training with UW Faculty
- August Training of Trainers
- September 1, 2016 – Grant funds received
- October Training of Trainers
- April 2017 – 68 regional trainings.
- August 2017 – 85 regional trainings
- August 2017 – Training of Trainers Phase II,
  - Student Focus Groups
  - 12 hrs of modules
- Sept – January 2018 – Second year of trainings
Increasing Hope and Resiliency Across Differences
Objectives

1. Understand and apply a culturally responsive lens to build meaningful, caring adult relationships with students.

2. Apply the cultural competency framework of awareness, knowledge, skills and advocacy with colleagues, students and families.

3. Apply a culturally responsive lens to the power and science of hope and resiliency as a primary factor for student growth and success.
How does the quote apply to you and your classroom?

“You see, you wouldn’t ask why the rose that grew from the concrete had damaged petals. On the contrary we would all celebrate it’s tenacity. We would all love its will to reach the sun. Well; we are the roses, this is the concrete and these are my damaged petals.”

Tupac Shakur
The 2017 Gallup Student Poll: Do Kids Have Hope?

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</thead>
<tbody>
<tr>
<td>Hopeful</td>
<td>46%</td>
<td>47%</td>
<td>48%</td>
<td>53%</td>
<td>54%</td>
</tr>
<tr>
<td>Stuck</td>
<td>34%</td>
<td>34%</td>
<td>34%</td>
<td>33%</td>
<td>32%</td>
</tr>
<tr>
<td>Discouraged</td>
<td>20%</td>
<td>19%</td>
<td>18%</td>
<td>14%</td>
<td>15%</td>
</tr>
</tbody>
</table>
Student Gallup Poll 2017
767,188 Students

<table>
<thead>
<tr>
<th>HOPE GRANDMEAN</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know I will graduate from high school.</td>
<td>4.68</td>
<td>4.65</td>
</tr>
<tr>
<td>I have a great future ahead of me.</td>
<td>4.44</td>
<td>4.40</td>
</tr>
<tr>
<td>I can think of many ways to get good grades.</td>
<td>4.20</td>
<td>4.17</td>
</tr>
<tr>
<td>I have many goals.</td>
<td>4.22</td>
<td>4.16</td>
</tr>
<tr>
<td>I can find many ways around problems.</td>
<td>3.91</td>
<td>3.89</td>
</tr>
<tr>
<td>I have a mentor who encourages my development.</td>
<td>3.50</td>
<td>3.45</td>
</tr>
<tr>
<td>I know I will find a good job in the future.</td>
<td>4.41</td>
<td>4.37</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRANDMEAN BY GRADE</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.37</td>
<td>4.31</td>
<td>4.24</td>
<td>4.18</td>
<td>4.13</td>
<td>4.10</td>
<td>4.11</td>
<td>4.17</td>
</tr>
</tbody>
</table>
Why HOPE?

Education Reform

Increased Student Achievement

Common Core
What do we want students to know and be able to do?

Increased Accountability
How will we know how well we are doing?

Frameworks
What are the best ways for teachers/principals to help students get there?

Teacher and Principal Evaluation
What are the best ways for adults in the system to help each other improve?

Increased Accountability

Annual Measurable Objectives

Achievement Index

Smarter Balance

New Grad Requirements

Student Growth Percentiles

AWSP Leadership Framework

Common Core
College and Career Ready
Next Gen Science Standards

Danielson
Marzano
CEL 5D
Leadership

Why HOPE?

Increased Accountability

How will we know how well we are doing?

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What are the best ways for adults in the system to help each other improve?

Education Reform

Scott Seaman
Director of Professional Learning
AWSP
What does relational equity look like?

- **Equality** in education is achieved when students are all treated the same and have access to similar resources.
- **Equity** is achieved when all students receive the resources they need so they graduate prepared for success after high school.

- Center for Public Education
What does relational equity look like?

1. **Self Awareness - Cultural Competency Training**
2. **Knowledge of Other - Measure student resiliency.**
3. **Skill - Intentionally build a meaningful caring adult relationship**
4. **Advocacy – Empower student and community voice.**
What are your ideas?

- Hopeful: 46%
- Stuck: 34%
- Discouraged: 20%

Leadership Development
NATIONAL LEADERSHIP SUMMIT
Where is the HOPE?

- Increased Student Achievement
  - What do we want students to know and be able to do?
- Increased Accountability
  - How will we know how well we are doing?
- Teacher and Principal Evaluation
  - What are the best ways for adults in the system to help each other improve?
- Frameworks
  - What are the best ways for teachers/principals to help students get there?

- College and Career Ready
- Next Gen Science Standards
- Common Core

- Annual Measurable Objectives
- Achievement Index
- Smarter Balance
- New Grad Requirements
- Student Growth Percentiles

- AWSP Leadership Framework
- State “8” Teacher Criteria
- Danielson
- Marzano
- CEL 5D
- Leadership

- Education Reform

Scott Seaman - AWSP
Cultural Competency

The **will** and skill to create **authentic** and effective relationships across **differences**.

Gary Howard
Organizational Leadership

TASK

Relationship
IDENTITY

**TASK**
- Graduation
- Focuses on group work and goals
- Academic Requirements, Tests, Curriculum
- Efficiency and Bureaucracy

**RELATIONSHIP**
- Cultural Competency - WILL and SKILL to create AUTHENTIC relationships across difference
- Teacher to Student, Teacher to Whole Class, Student to Student
- Focus on Interpersonal

*Leadership Development*
*NATIONAL LEADERSHIP SUMMIT*
IDENTITY

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- Graduation
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**RELATIONSHIP**
- Cultural Competency - WILL and SKILL to create AUTHENTIC relationships across difference
- Teacher to Student, Teacher to Whole Class, Student to Student
- Focus on Interpersonal
Cultural Responsiveness: Increasing self-awareness by intentionally placing oneself in new learning experiences with different social group categories for the purpose of reflection, growth and increased relational effectiveness.

Ben Ibale

The Cultural Competency Journey

1. AWARENESS: Being aware of his/her assumptions about human behavior, values, biases, preconceived notions and personal limitations.
2. KNOWLEDGE: Attempts to understand the world view of culturally diverse students, families and communities (values, assumptions, practices, communication styles, group norms, biases, experiences and perspectives).
3. SKILLS: Develops and practices appropriate, relevant and sensitive strategies and skills in working with diverse populations.
4. ADVOCACY: Advocates on behalf of the needs of their students, families and colleagues they work with.

Adapted from Derald Wing Sue And Mara G Katz
Culturally Responsive Strategies Framework

Awareness
- Being aware of his/her assumptions about human behavior, values, biases.

Knowledge
- Attempts to understand the world view of culturally diverse students, families and colleagues they work with.

Advocacy
- Advocates on behalf of the needs of their students, families and colleagues they work with.

Skills
- Develops and practices appropriate, relevant and sensitive strategies and skills in working with diverse popul-
Culturally Responsive Classroom Management Framework

- Teacher whole class
- Teacher individual
- Student to student
- Family relationships

Critical Awareness & Reflection of Cultural Beliefs & Assumptions
Kent Meridian High School

- Write down any quotes from the video that impact you.
- What relational strategies can you identify?
- How does that school culture impact staff?
What themes did you find?

- Student relationships: 21%
- Family relationships: 21%
- Professional development: 4%
- Examining personal biases: 4%
- Parent school communication: 17%
- Fair discipline: 2%
- Clear and high expectations: 2%
- Valuing diversity: 19%
- Differentiation: 4%
- Student engagement: 4%
- Understand community needs: 4%

When poll is active, respond at PollEv.com/fatspider. Text FATSPIDER to 22333 once to join.
Elementary Focus Groups

If there was one piece of advice you could give to teachers, what would it be?

“Okay, so the only piece of advice I would give to teachers is to understand the students. If they get where we coming from, if they get like what’s our deal and stuff, they probably would understand us more. They'd probably just listen for a minute and just actually hear what we have to say, then probably won't be like they're questioning us all the time. Probably be like, oh yeah, I know that person and I know what she does and stuff, and if they knew about the students or something, then probably it would actually work and they would actually ... It would actually be better, because if I knew something about them or something, then we wouldn't have to be like figuring it our or something. Just goes through with it.”
Elementary Focus Groups

If there was one piece of advice you could give to teachers, what would it be?

“You can talk to the person, and if the teacher knew where we're coming from, then it probably wouldn't happen anymore, because if they understand you, and know what you're talking about, and like really get to know you, then it won't happen anymore because they would have known, like oh, yeah, I know what happened because he told me, or something.”

“Try to make time for each student on their own and everyday.”

“Talk to the kids about how they're doing.”
Secondary Focus Groups

If there was one piece of advice you could give to teachers, what would it be?

“Student 1: Try to actually get to know the students.
Student 2: Try to understand them.
Student 3: Make them feel comfortable talking to you and make it so they can share what's on their mind with you. That concerned us, and we just all got to know each other well.”

“Build trust and be understandable. “

“Try to actually get to know the students.”

“Always go up to them and ask what's happening cause sometimes nobody will come to you.”

“Make them feel comfortable talking to you and make it so they can share what's on their mind with you.”
Secondary Focus Groups

What do you wish teachers knew about you?

“I wish my teachers knew that I was pregnant at the age of 16. I have a little two-year-old turn three this year. I wish they knew that when I ask for a chance to step out to either call the day care or a chance to like leave class early because I need to catch the bus, I'm working a part-time job and trying to take care of my kid as well as try to pursue this education degree and to get there and receive my diploma and it's kind of hard for like a teen mom because you put you know the words teen mom. You're a teen at school, but you're also a mom at home and sometimes you feel like you can't do both.”
Two WEA Culturally Responsive Strategies (CRS) Training Options

• Option 1: Local Association/UniServ Council sponsors WEA CRS training
  – Local/Council Training
• Option 2: Local Association and District co-sponsor WEA CRS training
  – District Wide
  – Administration
  – Building Level
  – Conference Model
• Option 3: Community Based Organizations and Groups
Challenges and Opportunities

• No one and done trainings. A minimum of the six hour CRCC/CRCM models with our training cadre along with required coaching support.
  – Webinar, coaching, NEA Ed Communities, visits/videos
  – Community focus groups, student focus groups

• Investing and developing in high quality adult Cultural Competency Trainers takes time.
  – Adult learning and training strategies
  – Adult cultural competency training and strategies
  – Planning time for each training
Indicate the NEA Strategic Goal and NEA Organizational Priority your session addresses:

• NEA Strategic Goal
  – Example: Strategic Goal 1: Strong Affiliates for Educator Voice and Empowerment
  – Example: Strategic Goal 2: Empowered Educators for Successful Students

• NEA Organizational Priority
  – Example: Early Career Educators
  – Example: My School, My Voice
  – Example: Racial Justice in Education
Session Outcomes

• The content from this session can be used in the following ways in your current position/role:
  – Create a Member Training Cadre comprised of instructional leaders to meet professional development demands.
  – Partner with higher education to share and create effective instructional strategies based on research and professional practice.
  – Provide community focus groups to hear about students needs from marginalized communities so our professional development fulfills a broader goal.
  – Implement student focus groups in May 2017 with school and community partners to guide the next phase of CRCC/CRCM curriculum development.
  – Provide a PD Network for regional delivery of meaningful and effective professional development for our members.
Closing

• Please complete the evaluation for this breakout session by using the NEA Summit Mobile APP! – Please remember to build in 5 minutes at the end of your session to allow time for the attendees to complete the evaluation for your session.

• Please visit the Leadership Development Resources website at www.nea.org/leadershipdevelopment